DOCUMENT RESUME

ED 139 987 CE 011 054

TITLE Vocational Training. Information Bulletin. Supplement. United Kingdom.
INSTITUTION Training Services Agency, London (England).
SPONS AGENCY Commission des Communautes Europeennes (Luxembourg).
PUB DATE 76
NOTE 24p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Administrative Agencies; Adult Education; Agency Role; *Educational Administration; Educational Finance; Educational History; Educational Legislation; *Educational Policy; *Educational Programs; Elementary Secondary Education; Foreign Countries; *Government Role; Industry; Instructional Staff; Job Training; National Programs; Post Secondary Education; Teacher Education; Trainers; *Vocational Education
IDENTIFIERS *United Kingdom

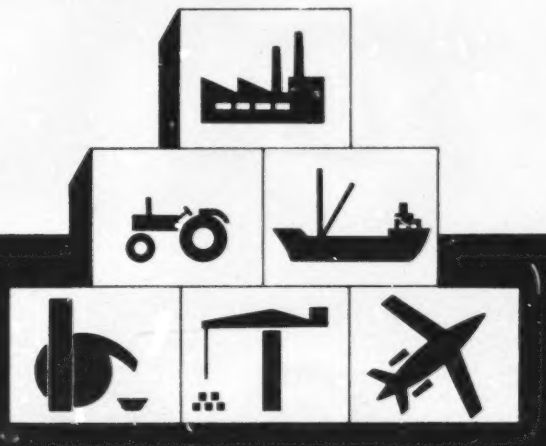
ABSTRACT

Following a discussion of the historical background of the United Kingdom's education system and a brief description of its government department and agencies concerned with vocational education and training, this bulletin describes the United Kingdom's present vocational training provisions. Content is presented in 11 sections under the following headings: General Structure of the Educational and Vocational Training Systems; Organization and Contents of Educational and Vocational Training; Vocational, Academic, and Other Qualifications; Training of Trainers and Teachers; Adult Education (Including Permanent Education and Paid Leave); Training for Certain Categories of Person; Training Programs for New Jobs; Finance; Training Technology; Launching Reforms; and Special Measures. Tables and diagrams supplement the text. (LAS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

Vocational training

ED 139997



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

CE 011 054

2

COMMISSION OF THE EUROPEAN COMMUNITIES

CONTENTS

2 1. **Historical background**

3 2. **General structure of the educational and vocational training systems**

10 3. **Organization and contents of educational and vocational training**

14 4. **Vocational, academic and other qualifications**

15 5. **Training of trainers and teachers**

16 6. **Adult education; including permanent education and paid leave**

17 7. **Training for certain categories of person**

17 8. **Training programmes for new jobs**

17 9. **Finance**

18 10. **Training technology**

19 11. **Launching reforms**

19 12. **Special measures**

This paper has been
prepared by
Training Services Agency, London

Published by :

Commission of the European Communities
Directorate-General for Social Affairs
Vocational guidance and training Division
Rue de la Loi 200
1049 BRUXELLES

© Copyright ECSC/EEC/EAEC,
Brussels and Luxembourg, 1976
Printed in Belgium

Reproduction authorized, in whole or in part, provided the source is acknowledged.

Vocational training in the United Kingdom

This paper gives a brief outline of the present vocational training provisions in the United Kingdom. For the information of readers the various government departments and agencies which play a part in vocational education and training in the United Kingdom are listed below.

The Department of Education and Science has responsibility in England and Wales for the education services comprising mainly the local education authorities and the universities, and provides both initial full time education and education after entry to employment.

The Scottish Education Department has the responsibility for education services in Scotland.

The Department of Education has responsibility in Northern Ireland for the services provided by DES in England, and the administration is similar, except that local education authorities are known as education and library boards in Northern Ireland.

The Training Services Agency as an executive arm of the Manpower Services Commission has responsibility for vocational training in England, Scotland and Wales.

The Department of Manpower Services has direct responsibility for vocational training in Northern Ireland.

1. *Historical Background*

The United Kingdom's further education system originated in a varity of local initiatives in the early nineteenth century designed to meet the challenge of the Industrial Revolution. Central Government has been involved in the promotion of technical education and the monitoring of standards (including the responsibility for certain examinations) since the 1850s, and local authorities have been empowered to supply or support technical instruction since the 1890s. Since 1925 the Government has also operated its own Government Training Centres but for most of this time the centres have been primarily concerned with social rather than economic objectives. During the period before the second world war the Government Training Centres were seen as a way of dealing with the problem of unemployment rather than overcoming a shortage of skilled manpower.

However during the past ten years it has been increasingly recognized that the employment and training services also have a vital economic role to play.

Under the 1944 Education Act the provision of further education became a statutory duty of local education authorities and the years following the second world war saw a great increase in the demands made on the system, largely from ex-service men. It was during this period that the emphasis shifted somewhat from the predominantly part-time technical courses of the pre-war years. The new pattern included a substantial proportion of advanced and full-time study, with increasing numbers following courses in preparation for the external degree examinations of London University.

By 1948 the Government of the day was facing the hard post-war realities of limited resources and it was clearly impossible to raise the school leaving age from 14 to 15 and to introduce compulsory part-time education to 18. By the early 1950s it was apparent that resources for building in further education would have to be closely related to the expansion of day-release education for young employees in industry. That expression necessarily depended on the willingness of the employer to release his employees, which depended in turn on his perception of the need for training.

The expansion of day-release education in the 1950s meant a significant improvement in the working conditions and education opportunities of all those whose employers gave them time to study without loss of pay. In place of three evenings a week at night school after a full day's work, students had a whole day on their subjects and usually some time to develop skills in speech and writing and to gain a better understanding of the economic, social and political context of working life. As colleges acquired new and better facilities students had a chance to acquire wider practical skills and to learn to apply them in almost ideal working conditions.

During the 1950s and 1960s government was increasingly active in the field of technical education and there was pressure from industry to develop training schemes and to take advantage of the facilities increasingly offered in the colleges. Employees were classified as technologists, technicians, craftsmen, and operatives and appropriate programmes of further education and training were designed for them.

Practically every analysis of the labour market undertaken during this period had pointed out that even when the demand for labour is relatively low, acute shortages of particular skills have persisted and that these have retarded economic growth. Successive Governments have advocated increased training as an effective method of contributing to the solution of the problem.

The Government Training Centres now renamed 'Skillcentres' made a significant contribution to the post-war resettlement and reconstruction programme, but during the 1950s, they reverted to their social role training ex-servicemen, the unemployed, and the disabled and by 1962 the number of centres had fallen to only 13 which provided less than 2 500 trainig places. A programme was initiated in 1963 to increase the number and economic importance of training centres. With the encouragement of the Goverment and with an increasing number of people who were willing to leave jobs to train for a skilled job or to upgrade their existing skills the number of centres rose to forty by 1969. These forty centres providing nearly 10 000 training places.

Concern had been expressed about industries' ability to cope with the continuing shortage of skilled labour and at the same time the increase in the number of school leavers which was expected around 1960. The quality of training that industry would be able to provide under these conditions also caused concern. The doctrine that industrial training should be left entirely to industry was critized, as insufficient training was being done and it was feared that the economic climate would lead to even less training being carried out. Too many firms relied on others to provide skilled workers and training.

A committee chaired by Mr Robert Carr, was appointed to examine the problem. In 1958 it reported that industrial training should remain the responsibility of each industry, and that the Government's efforts should be directed to the improvement and expansion of facilities for further education. The committee also recommended that the Industrial Training Council should be established, to give guidance and information to industry on training questions. Nevertheless the Government itself decided to stimulate interest in improving apprenticeship training methods and in April 1960 a small number of classes to provide off-the-job training for first year apprentices in firms were opened at Government Training Centres to demonstrate a pattern of training which would appeal particularly to small firms. In the period up to 1968 some 3 800 apprentices were trained in this way. The longer term value of this initiative came from the increased recognition by industry of the value of off-the-job training for first year apprentices.

The effect of these initiatives based on voluntary cooperation by industry was limited, and there was a general agreement on the need for institutional change. This was achieved by passing the Industrial Training Act (1964).

The 1964 Act enabled the Minister of Labour to set up Industrial Training Boards (ITBs). They were set three major objectives: to see that an adequate amount of training was carried out, to improve the quality of training, and to spread its cost more fairly over industry. The boards consisted of equal numbers of employer and trade union representatives plus a smaller number of educationalists. The boards imposed a levy on firms in their industry and were able to pay grants to those employers who provided training to an approved standard set by the board.

A review undertaken by the Department of Employment in 1971 reached the conclusion that there had been a definite increase in the total volume of training since 1964 but was not able to estimate how much of the increase was due to the boards. The review also stated that there could be little doubt that the boards had improved the quality and efficiency of training. As a result of the boards' work training in industry had been improved in many ways, but it became increasingly apparent that although the levy system had been necessary to prompt the initial change in large sections of industry, the lesson had now been learned. The system envisaged in the 1964 Act had in any case proved inappropriate when applied to small firms which many boards had been pressed to exempt from their levy schemes. The difficulties and inherent limitations to any system based on individual industries became apparent for example dealing with occupations common to several or all industries. Nor could it handle the problem of retraining people from declining industries to fit them for work elsewhere.

In February 1972 the Government issued a consultative document 'Training for the Future' which proposed various changes including phasing out of the levy/grant scheme, the setting up of a national training agency, and the introduction of the Training Opportunities Scheme (TOPS). The new scheme was intended to widen the range and level of skill of occupations for which training could be provided. The Vocational training scheme continued but was supplemented by various courses lasting up to 12 months. The Government Training Centres were to be increased in number and in addition an increasing number of training places in educational institutions and employers' establishments were offered. A target was set for the TOPS scheme to increase the number of people trained from 15 000 in 1971 to 60-70 000 and to 100 000 per year as soon as possible.

After consultation with the CBI, the TUC and other interested bodies the Government reviewed some of the proposals in 'Training for the Future' and announced its decision in a White Paper which preceded the passing of the Employment and Training Act (1973).

A central feature of the Act was to set up the Manpower Services Commission (MSC), composed of representatives of industry, the trade unions, local government and education, this body to coordinate and direct the Training Services Agency.

The Commission

(a) is responsible to the Secretary of State for employment;

(b) administers the Government employment and training services, formerly part of the Department of Employment, through its two executive arms, the Training Services Agency (TSA) and the Employment Service Agency (ESA)

(c) approves the plans and budgets of these agencies and the ITBs and coordinates their activities.

The provisions of the 1944 Education Act for compulsory attendance at further education colleges have never been brought into effect, and participation remains voluntary. A large number of young people leave school each year to enter employment below craft level requiring—and offering—little or no further education and training. The absence of provision for this group contrasts with the considerable resources devoted to young people continuing their full-time education or entering apprenticeships. The development of vocational preparation below craft level is receiving considerable attention by Government agencies concerned.

2. *General structure of the educational and vocational training systems*

The educational system in the United Kingdom is diagramatically illustrated at Diagram 1. The role of the secondary school is to provide a general education to prepare pupils for life in the community and to provide a basis for subsequent specialization. Therefore, although the secondary schooling may cover vocational elements, it is not a major participant in the vocational training process.

Secondary school courses with vocational relevance include secretarial studies (shorthand and audio typing), principles of accounts, accounting; navigation; seamanship and nautical knowledge; building drawing, woodwork, metalwork, engineering drawing; engineering science and applied mechanics. These courses are not available in all secondary schools and where they are available are not always examinable. Where a course is examinable it will be taught to a prescribed national syllabus, otherwise not.

Work experience and link courses. A relatively minor contribution to general vocational training for school pupils is made by work experience and link courses, both of which have as their objective the introduction to secondary education of an element of wider experience outside school.

Link courses, which are educational programmes jointly planned by secondary schools and further education colleges, again primarily for pupils in the last year of compulsory education, provide an introduction to the techniques and practices found in industry and can encourage some pupils to think of further education as the natural step on leaving school. Courses may be organized on a day or 'block release' basis and may extend in total over a period of some 12 weeks.

The division between further and higher education and vocational training is less distinct. Further education is a very

DIAGRAM 1

The educational system in the United Kingdom

Number in box indicates year in that institution.

Applies to England and Wales only.

Applies to England and Wales and Northern Ireland.

Applies to England and Wales and Scotland.

Applies to Scotland only.

Applies to Northern Ireland only.

Applies to whole of UK.

M — Maintained school (England and Wales); education authority schools (Scotland); controlled schools (Northern Ireland).

D — Direct grant schools (England and Wales); grant-aided schools (Scotland); voluntary grammar schools (Northern Ireland).

I — Inoependent schools (sometimes called 'Private').

● — General Certificate of Education / Scottish Certificate of Education } Ordinary level

● — Certificate of Secondary Education (England and Wales and Northern Ireland only).

* — General Certificate of Education Advanced level (England and Wales and Northern Ireland only).

\+ — Scottish Certificate of Education Higher level.

◑ — Secondary intermediate in Northern Ireland.

○ — In Scotland a fourth year is normally required for an honours degree in these subjects; consequently the ages for higher degrees and diplomas are one year higher than shown here.

⊙ — These courses may start at age 17 in Scotland.

□ — Ordinary National Diplomas and Ordinary National Certificates.

▲ — City and Guilds of London Institute certificates.

◇ — Higher National Diplomas and Higher National Certificates.

◆ — Professional qualifications (some of degree level).

◕ — First degrees.

× — Postgraduate qualifications.

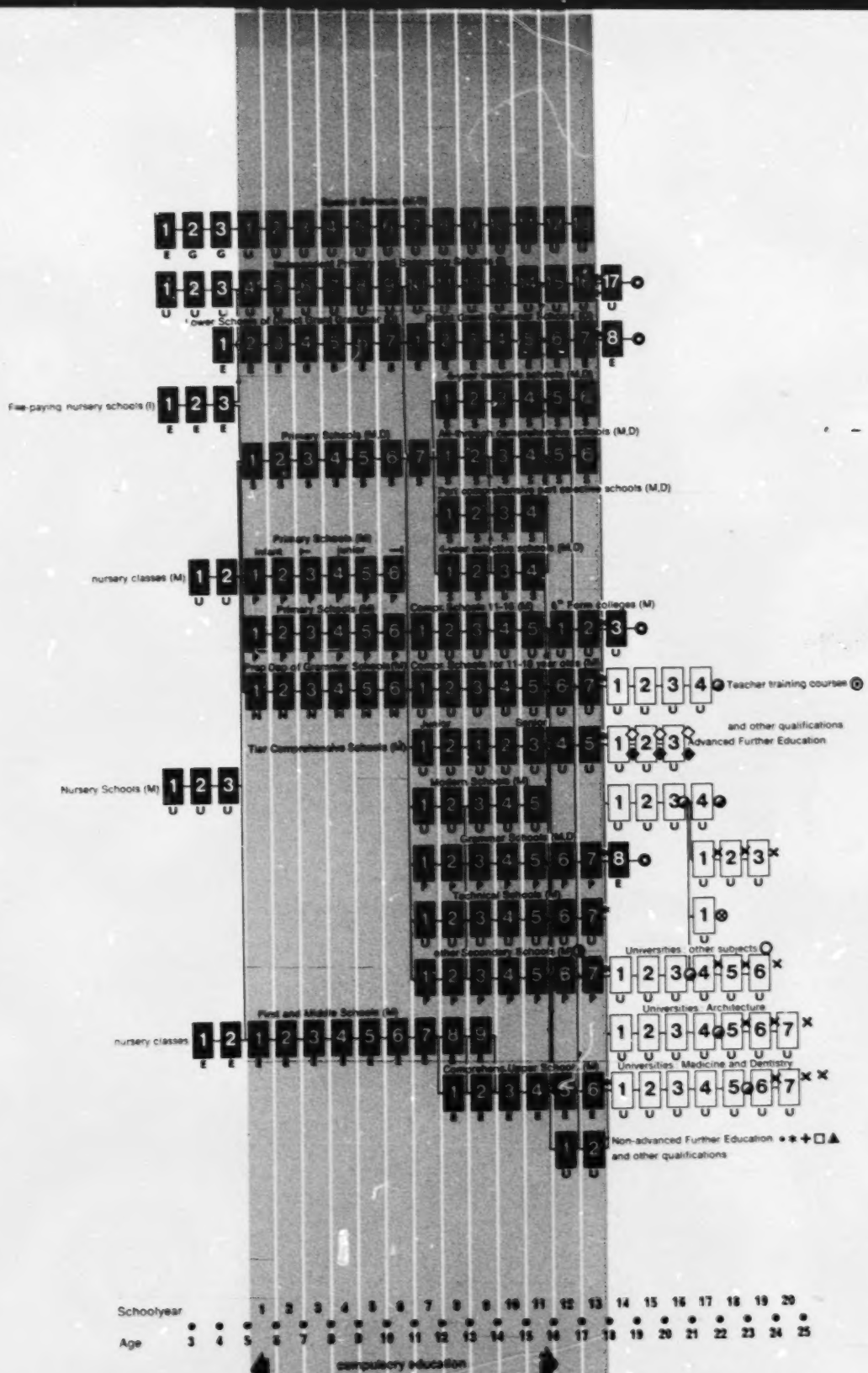
⊗ — Teaching qualifications.

◎ — To Universities, Advanced level courses at furher education institutions, colleges of Education.

β — Certain schools only.

Source: Elaborated from a diagram from the Department of Education and Science, London

Source :
Elaborated from a diagram from the Department of Education and Science, London Social Statistics 5-1973, Statistical Office of the European Communities.


Fee-paying nursery schools (I)
Primary Schools (M,D)
nursery classes (M)
Primary Schools (M)
infant
junior
mid
Primary Schools (M)
Tier Comprehensive Schools (M)
Nursery Schools (M)
Middle Schools (M)
Grammar Schools (M,D)
Technical Schools (M)
other Secondary Schools (M)
First and Middle Schools (M)
nursery classes
Comprehensive Upper School (M)
6th Form colleges (M)
Teacher training courses
and other qualifications
Advanced Further Education
Universities other subjects
Universities Architecture
Universities Medicine and Dentistry
Non-advanced Further Education
and other qualifications
Schoolyear
Age
compulsory education

flexible process covering a wide range of courses for students of all levels of academic attainment and all ages in vocational and academic subjects from craft to professional level and from basic educational level to first and higher degrees. Training and the vocational elements of further education are often closely combined in an integrated programme of vocational education and training. The situation is made more complex by the lack of a definition of boundaries between further education and training and the fact that in certain instances colleges of further education assist industry by providing training in addition to further education.

Higher education which is normally defined as education to university degree level also covers qualifications of both an academic and a vocational nature.

The major part of vocational training in Great Britain is financed and undertaken by employers for their own workers. Such training is encouraged and assisted as described in some of the following paragraphs. There are two important exceptions to the general rule: the initial vocational preparation for certain occupations is an educational function (usually in relation to young people); and direct training services provided to meet individual (usually adult) needs are financed out of public funds.

Responsibility for the public provision of direct training services and for the stimulation and coordination of the national training effort in England, Scotland and Wales rests with the Manpower Services Commission's executive arm, the Training Services Agency. The TSA's main aim is:

'To promote the development of an efficient national training system which contributes effectively to meeting the manpower needs of the economy and enables all people to have training opportunities consistent with their capacities, desires and employment needs in preparation for and throughout their working lives'.

2.1. Current legislation (training)
United Kingdom excluding Northern Ireland

The principal legislation governing the provision of vocational training in England, Scotland and Wales is the Industrial Training Act 1964 and the Employment and Training Act of 1973.

The objectives of the Industrial Training Act were to ensure an adequate supply of properly trained men and women at all levels of industry; to secure an improvement in the quality and efficiency of training; to share the cost more evenly between employers. The Act laid down that these objectives would be achieved by the establishment of Industrial Training Boards (ITBs), the arrangements for their operation were modified by the Employment and Training Act, under which Governmental responsibility for public training services passed to the Manpower Services Commission.

Northern Ireland

Separate legislation was provided for Northern Ireland by the Industrial Training Act (Northern Ireland) 1964 and the Industrial Training Boards which were established under this act operate independently of those covering the remainder of the United Kingdom. The main difference is that all nine Industrial Training Boards are provided with an administrative and financial service by a central body, the Northern Ireland Training Executive, each board nominates one employer and one trade union representative to the executive and the Board Chairmen are all *ex officio* members.

2.2. Present situation

It has been found helpful when looking at the National Training System in the United Kingdom to consider a simple model of the major elements in the system, reflecting the institutional arrangements and sources of finance. See Diagram 2.

1. Full-time education. This has been included for two principal reasons. Firstly the nature and content of full-time education profoundly affects the subsequent vocational education and training required by individuals and their opportunity for choice. Secondly in some important occupations training is carried out within the full-time education system.

2. Initial job training. This can be divided into two parts, namely the basic induction training and the longer term training, which would include apprentice training. This component is mainly funded by individual employers but is often provided by the colleges of further education.

3. Internal labour market training. This component is of special importance because this is the main source of training people receive once launched on their working lives. It is almost entirely funded and largely provided by individual employers. But—and this also is of special importance—as compared with component (2) there is a much greater incentive to an employer to provide enough of this training once he perceives the need and understands how to meet it. It is usually of direct benefit to the efficiency of the employer's undertaking and because of its job-specific character and the much lower job mobility of adult workers the risk to the employer of losing his investment is much smaller. The Industrial Training Boards are well placed to influence internal labour market training within the scope of the industries they cover.

4. The Training Opportunities Scheme (TOPS). This is a rapidly growing component in the system which is funded by Central Government through taxation and is administered by the Training Services Agency. The training is carried out in Skillcentres, Colleges of Further Education and some Employers' Establishments. (See Diagrams 3 and 4).

DIAGRAM 2

The national training system

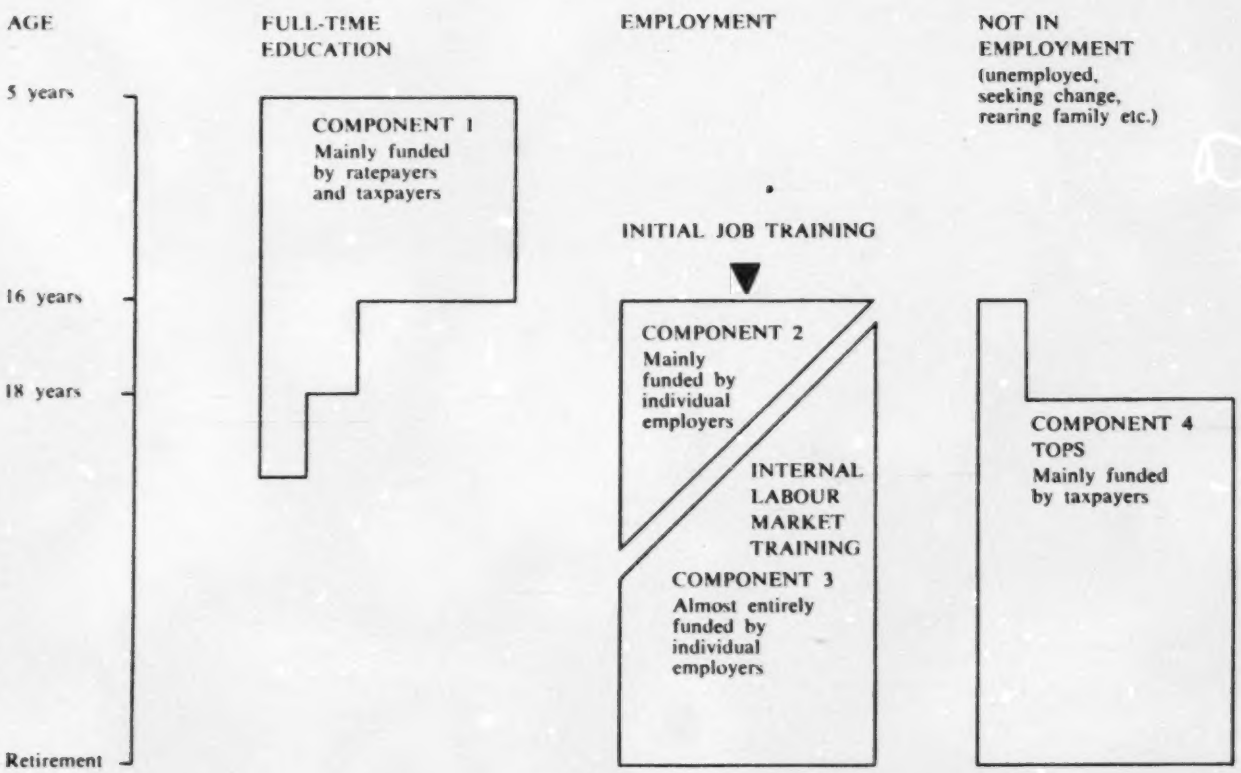


DIAGRAM 3

Government vocational training scheme

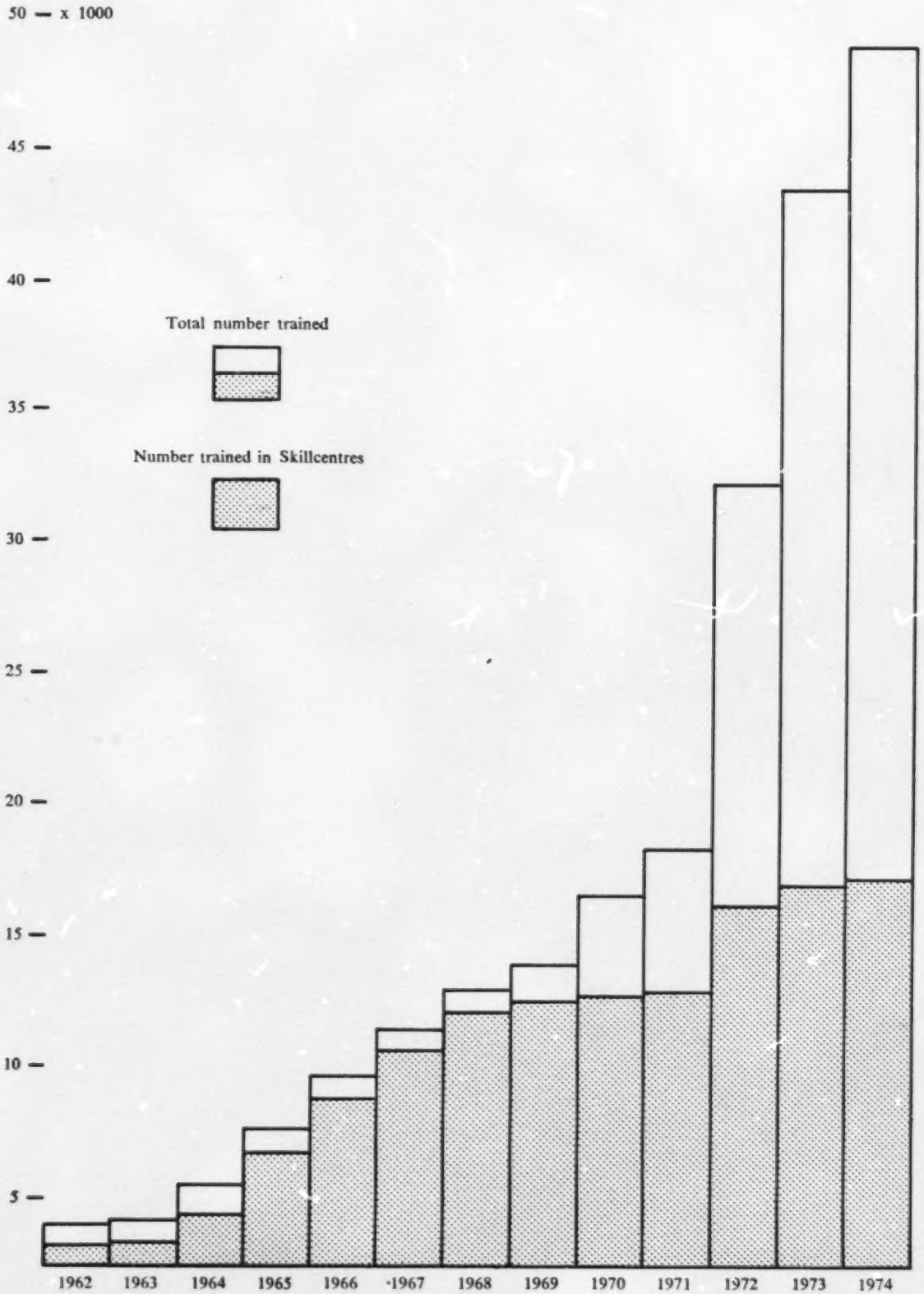
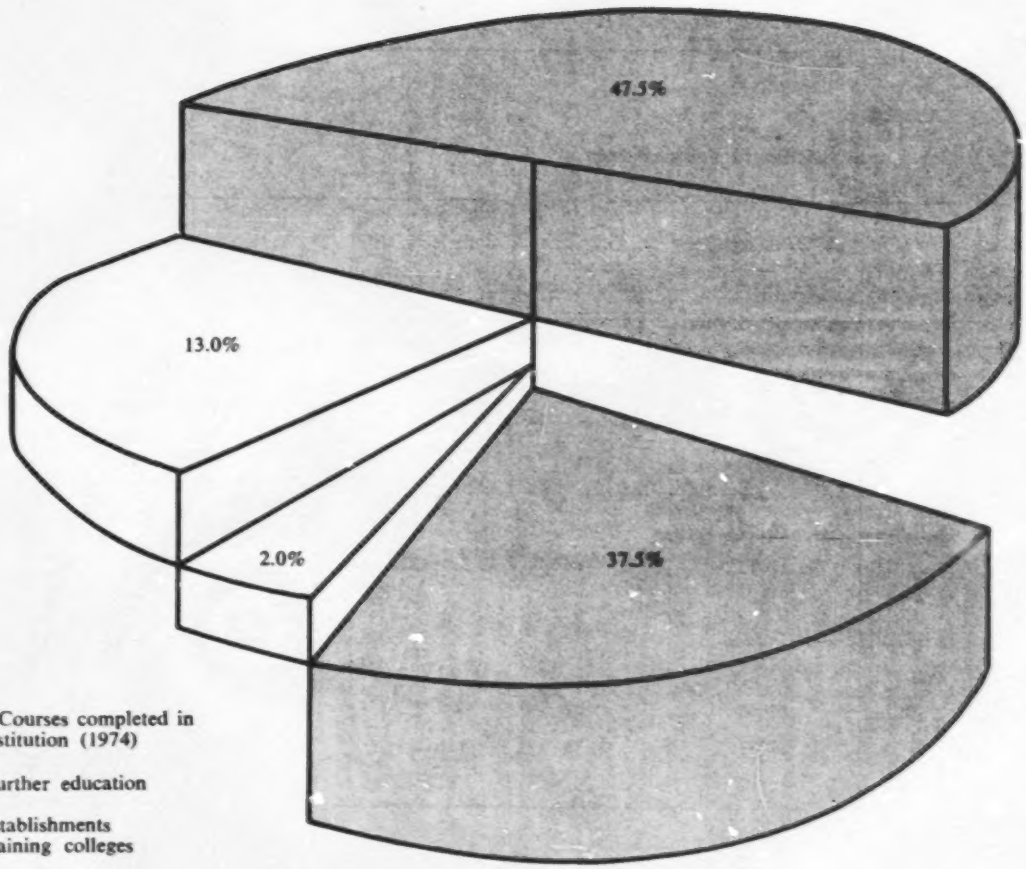


DIAGRAM 4



Proportion of TOPS Courses completed in different types of Institution (1974)

47.5% Colleges of further education
37.5% Skillcentres
13.0% Employers' establishments
2.0% Residential training colleges

TABLE 1

Nos in Training at GTCs in Northern Ireland

	No of Adults in Training	No of Young Persons in Training	No of Apprentices in Training	Totals
30.9.70	465		1 318	1 783
30.9.71	445	65	1 452	1 962
30.9.72	651	110	1 541	2 302
30.9.73	696	39	1 067	1 802
30.9.74	835	39	1 551	2 425
30.9.75	988	64	1 721	2 773

TABLE 2

Government vocational training scheme

	GTC/Skillcentre standard courses	Training sponsored by Employers	Colleges of FE and private Colleges	Employers establishment	TOTAL	Numbers trained in residential training centres
1962	3336	—	758	55	4 149	695
1963	3375	—	827	31	4 233	687
1964	4410	—	1 047	83	5 540	746
1965	6724	—	1 042	56	7 822	693
1966	8781	—	872	53	9 706	752
1967	10620	—	830	55	11 505	747
1968	12040	23	923	45	13 031	804
1969	12591	587	834	64	14 076	839
1970	12623	3 043	939	43	16 648	807
1971	12759	3 816	1 624	203	18 402	882
1972	16040	4 092	7 206	4 896	32 234	877
1973	16897	4 451	16 009	6 163	43 520	861
1974	17117	4 243	21 692	5 809	48 861	798

3. *Organization and contents of education and vocational training*

3.1. Technical and vocational education in further education establishments

In the United Kingdom technical and vocational education is provided by the further education establishments which form a very flexible system, permitting anyone to acquire whatever standard of qualification his capabilities and available time allow. There are no age limits and basic qualifications can be acquired en route to more advanced courses. In England and Wales alone there are nearly 700 colleges of further education offering a wide variety of subjects—predominantly, but not solely, vocational—at all levels from basic shorthand and typing instructions to degree level and postgraduate work. Students may attend full-time, on a sandwich basis (when periods of study at college alternate with periods of practical training in industry) or part-time (particularly for apprentices). They may enter the colleges on leaving school or at any stage thereafter.

Apart from a few specialist colleges the great majority of further education colleges are maintained or assisted by the local education authorities. Local authorities receive a substantial proportion of the cost of their education services from the central government.

Education at institutions of further education is not free but fees are generally low and do not cover the cost to the local authorities. The authorities are obliged by law to make awards at uniform rates covering the cost of maintenance and tuition, subject to parents' and students' income, to virtually all qualified students admitted to courses of first degree or equivalent level. Where other courses of further education are concerned, awards are discretionary, but in practice the variation in rates and conditions between local authorities is not great. For young people under 18 years of age fees are often nominal and, in many cases, remitted entirely.

Further Education colleges in Great Britain include:

(a) Twenty-nine polytechnics which have been formed in recent years as the main centres of higher education within the further education system. Courses of higher education within the further education system. Courses of higher education range from those immediately above (GCE) advanced level or Ordinary National Certificate, to those leading to first and higher degrees of the Council for National Academic Awards (CNAA) and to professional qualifications of degree level.

(b) More than 500 other major further education colleges which offer both advanced courses and lower level courses for school leavers and adults; these include GCE 'O' and 'A' levels which are more often taken at schools. Many young workers are released on full pay by their employers for a day a week to attend courses at further education colleges, whilst a number of others are freed by their employers to undertake short periods of full-time study or block release.

(c) Some 60 art colleges providing full-time and part-time courses. A number provide advanced level courses starting at age 18, leading to the award of the Diploma in Art and Design, which is a qualification broadly equivalent in standard to a university first degree. All existing Dip AD courses are full-time three year, but from September 1973 four-year sandwich courses became available at some institutions. There are a wide variety of two-year and three-year vocational courses which can be entered directly after leaving school at age 16 or later. Art and design courses are also provided at polytechnics and other further education establishments.

(d) 41 agricultural colleges, of which 36 are maintained by local education authorities. Most of the agricultural colleges provide part-time as well as full-time, sandwich and block release courses, including courses leading to the award of the Ordinary National Diploma and the Higher National Diploma. Courses in agriculture are also provided in agricultural departments of further education colleges.

(e) Four national colleges providing courses of higher education for particular industries.

There are also very many evening institutes attended by over 1.5 million students of all ages following either vocational or recreational courses.

3.2. **Promotion and provision of training by governmental agencies**

3.2.1 *The Training Services Agency*

The Training Services Agency is pursuing its aims described in part 2 through three programmes of activity.

The TSAs first programme deals with the training needs of Industry. About two thirds of the working population comes within the scope of an industrial training board (see paragraph 3.2.2.). The Agency is developing a constructive partnership with the ITBs through continous dialogues on priorities, and problems and through assisting with the preparation of strategic plans. It provides: funds for the Board's operating expenses; grants for certain key training activities; some direct training services; specialized expertise in selected areas; planning information from national sources.

Sectors of employment not covered by ITBs employ about eight million workers and include the nationalized industries, public services and some important sectors of private industry and commerce, such as banking, insurance and finance, port transport and shipping. Standards of training vary greatly, as does the scope for fruitful intervention by the TSA. Studies have been made of the Non-ITB sector and various activities are being initiated to meet priority training needs in conjunction with organizations in the industries concerned.

The Agency also provides a range of direct training services to industry; these include courses, the facility for employers to sponsor workers on courses at Skillcentres and a mobile instructor service providing in-plant training for specific projects.

Attention is also being given to a number of multi-industry training needs of special national importance (see Parts 7 and 8).

The second programme for which the Agency is responsible is concerned with the training needs of individuals. The Agency is helping to meet individual needs in two ways: by improving training opportunities generally and by improving opportunities for people with special needs, e.g. women, the long-term unemployed, immigrants, etc.

The focal point for activities under the second programme is the Training Opportunities Scheme which provides direct training facilities to enable the individual to acquire a new or better job. TOPS provides an opportunity to people who for one reason or another failed to acquire a skill early in their working life or made the wrong choice of career; to those whose skills have become outdated through technological change; and to those—like married women returning to work—who need help to re-enter the labour market. TOPS training usually takes place in one of the TSA's Skillcentres, or is arranged through TOPS at a college of further education, or in spare capacity in an employer's establishment. Training opportunities courses are available for semi-skilled, skilled, craft technician and equivalent

commercial and clerical skills and for management and comparable levels. More than 45 000 people were trained under TOPS in 1974 and 60 000 will be trained during 1975, the target for 1976 is 80 000 and thereafter the aim is to train 100 000 each year as soon as possible. There are at present 55 Skillcentres offering a wide variety of mostly craft training.

Under its third programme the Agency is helping to improve training wherever it is carried out, by the development and dissemination of training knowledge and methods. The Agency sponsors and undertakes research and development work, conducts surveys, and provides advice and an information service on particular types of training.

3.2.2 *Industrial Training Boards*

There are 23 statutory Industrial Training Boards and one Industrial Training Committee financed by TSA. It is the Government's policy that ITBs should be seen as part of the industries that they cover. They therefore have considerable autonomy in how they achieve their tasks within the context of plans and budgets agreed with the TSA. However, whilst specific ITB policies are related to the particular characteristics of each industry, the general approach of ITBs is based on encouragement of systematic training whereby firms assess their training needs and establish and fulfill plans to meet these needs.

One of the main instruments which is used for stimulating training is the levy/grant/exemption mechanism. This was created by the 1973 Act which enabled boards to exempt from payment of levy those firms which are training adequately to meet their own needs when judged by ITB criteria. The levy collected from firms who are not exempt is primarily to provide grants to firms towards the cost of training.

Boards also publish training recommendations on the nature and length of training for various occupations, including associated further education; provide advisory services, and in some cases undertake direct training themselves. Boards also sponsor research.

Additional grants, financed by the TSA, are available to support key training activities which are:

(1) beyond the needs of individual firms;

(2) economically or socially desirable but beyond Board's own resources;

(3) concerned with the promotion or improvement of training methods and programmes of general use to the industry.

Each year, ITBs conduct a strategic review of the state of training in their industries and discuss and agree with TSA a plan for their next five years operations. ITB plans outline overall and detailed objectives and programmes to meet these objectives, indicating the type and scale of resources required, the results sought and the implications for provision to be made by the education service. The programmes include information on the nature of need for key training activities and proposed schemes; work proposed with a view to developing and promoting improved standards of training; and Board's assessments of the need for advisory services, direct training services and information and research. In 1973 the Training Boards employed approximately 2 000 ITB training advisers who provided both general and specialist expertise. The approximate numbers of full-time industrial training officers and instructors employed in ITB scope industries were 10 000 and 20 000 respectively. At that time there were 19 ITB training centres providing about 2 000 places for technical training at various levels.

3.2.3 *Group Training Schemes*

Since their inception, ITBs have supported the development of schemes whereby groups of small companies with similar training needs associate together to employ their own training officer and share training facilities which they could not provide individually at an economic cost.

Under the present arrangements group training schemes are encouraged to become self-supporting, though grants are available from TSA as a key training activity. There are approximately 750 group training schemes which together cover firms employing 1.7 million workers. Many, but not all, schemes are aligned with one industry only. They play a substantial role in training generally by employers and also in the development of appropriate off the job training facilities.

3.2.4 *Types of Training*

The most convenient distinction for the United Kingdom is between:

— short-term training, usually based on the requirements of a particular job and designed to equip the individual to carry out specific processes or procedures;

— long term training providing a range of skills, knowledge and experience, generally associated with the acquisition of an educational qualification and usually equipping the individual for a wide variety of jobs.

In broad terms, short-term training is associated with semi-skilled manual workers such as machine operatives; clerical workers; retail shop assistants and other occupations requiring limited knowledge or skill. Long-term training relates to skilled and professional employment such as craftsmen, technicians and technologists.

Training for semi-skilled manual workers and clerical and other junior non-manual workers is normally provided by employers, although courses are also available under the Training Opportunities Scheme. These occupations cover a wide range of activities for which there are few common basic skills and for which most jobs require limited knowledge and experience. Training is usually job specific, of short—measurable in weeks or even days—duration and provided within the work environment. Few employees at this level are assisted by their employers to gain further education qualifications.

The type of training described is provided as appropriate for both young and adult employees. ITB recommendations in this area are generally concerned with the need for systematic training based on the identification of training needs, the design of training programmes based on job analysis and the provision of suitable induction training, (to help the employee's integration into the employment environment); basic in-company job related training and planned work experience. In many cases, ITBs are endeavouring to identify, and encourage employers to provide training for, the common skill elements of related occupations: such training would provide greater flexibility between jobs and increase the individual's opportunities for further development and promotion. The TSA is at present advocating the development of off-the-job vocational preparation of a recognized national standard, inculcating knowledge relevant to jobs within broad occupational bands, for occupations at this level.

Most long-term training is provided by employers although such training normally includes, in varying degrees, combined elements of higher or further education. There are three basic levels of long-term training:

(1) professionnal/technologist training

(2) technician training, and

(3) craft training.

Whilst education and training are essential complementary processes, it could be said that the emphasis for the first of these levels is on education and for the second and third on training.

Professional/technological occupations involve a combination of advanced training and education to University degree level in an appropriate discipline. For most occupations in this group, the required qualifications, experience and degree of competence are specified by a professional association. Some professions are regulated by law and closed to persons not registered; these include architects, dentists, doctors, solicitors and others offering a distinctive service.

In numerical terms, the most significant occupations at this level are professional occupations in the public education, welfare and health services and engineers, technologists and scientists. For the former, planned practical experience and training are provided by, or sponsored by, the appropriate Government Department following the acquisition of a degree at a University. The duration of training varies according to the occupation from one year for teachers to several years for doctors.

Engineers, technologists and scientists are trained in one of two ways: the individual may complete a full-time degree course and receive subsequent training from his employer or he/she may undertake to be sponsored by the employer as a 'sandwich' student on a programme in which education and training are interspersed within a combined course. In addition to their specialist, advanced educational qualifications, both of these groups receive extensive training, usually of about two years' duration from the employer. The nature of such training is governed by the requirements of the relevant professional associations and by ITB recommendations.

In practice, the greater part of education and training for professional and technological occupations is undertaken by school-leavers. There are, however, no age barriers to admission and a small but increasing number of mature people undertake courses of higher education which may lead to employment at this level. The teaching profession in particular regards mature entry as a normal feature. A comparatively recent innovation in the University structure of particular relevance to adults is the Open University, it provides part-time courses leading to degrees on a predominantly home study basis by a combination of television, radio, correspondence, tutorials and short residential courses.

Initial training for professional/technological occupations is not normally available through the Training Opportunities Scheme. The joint provisions within the education system and by employers is considered adequate without TOPS intervention.

Technicians in the manufacturing industries occupy a position between that of a qualified scientist, engineer or technologist and that of the skilled manual worker. The term covers a variety of occupations, not limited to manufacturing industries, which demand technical judgment: the training provided varies as appropriate and is generally covered by ITB recommendations.

The most common form of technician training is through apprenticeships for school-leavers. These normally involve training for three to four years. The first year of broad based training is provided off-the-job either in a training centre provided by the employer or the ITB or in a technical college. This is followed by planned on-the-job general training, which is applicable to all trainees, and objective training which is special to each trainee and related to his or her first job. Employers are required to release trainees for further education throughout the training scheme.

Initial technician training for adults is less common but still an accepted and significant feature of the training system. In practice, most adults have previous engineering or scientific experience, often as craftsmen, and their training as technicians is normally more job specific than that for young entrants. The training provided by employers is normally on-the-job and for those with suitable background knowledge and experience, lasts between 10 to 18 months. Training for technician level occupations is available through the Training Opportunities Scheme but this represents a small proportion of both TOPS resources and the overall provision of technician training.

Craftsmen, or skilled manual workers, are employed in almost every industry, as for example, motor vehicle mechanics, bricklayers, toolmakers, electricians. As with technician training, the most common form of initial craft training is through apprenticeships for school-leavers. Again, the structure of training provides one year's broad based training off-the-job followed by training on-the-job and planned experience in both general and specialist skills.

The main distinction between most initial training for technicians and craftsmen is in the nature of the specialist training and the level of associated further educatio. Unlike technician training, initial craft training is not normally provided by employers for adults. This is an area in which the Training Oppo.tunities Scheme makes a significant contribution, mainly through its own Skillcentres. TOPS provides craft training, primarily for adults, in over 60 trades in 55 training centres. The training is accelerated and intensive with the emphasis on practical work, although the theory is not neglected. Most courses last six months; a few are longer but none exceed 12 months. Syllabuses are drawn up in consultation with the industries concerned. The courses aim to provide basic skills for particular trades and continued training with an employer for specified periods required for some trades.

The above is a broad outline of the structure and nature of training and the division of responsibility between the education system, employers, ITBs, and TSA. There are other kinds of initial training about which it is difficult to generalize because of the variation in standards and methods. The most notable omission is training for administrative occupations requiring knowledge and skills of a commercial nature roughly equivalent to those of the industrial technician. There is at present no unified pattern of education and training although there are many examples of excellent training schemes, this is an area under examination. Finally there are two exceptions to the general structure of training which affect women in particular for historical reasons, most secretarial training and much craft training in the catering industry is provided within the education system prior to employment.

4.1. Vocational, academic and other qualifications

Traditionally school courses with an examination objective are academic in character and tend to prepare pupils for entry into higher education.

Further education courses have developed with a stronger vocational bias and many of the courses in central institutions and in further education colleges lead to the award of degrees of the Council for National Academic Awards or neighbouring universities, and others to college associateships, college and national diplomas and professional qualifications. The Council for National Academic Awards was established to award degrees and other distinctions to students who satisfactorily complete courses, devised by individual colleges and approved by the Council, in further education establishments which do not have the power to award their own degrees. The Council's awards are equivalent in standard to those conferred by universities and are regarded as such by employers and professional institutions. There is in fact an asymmetric overlap of schools and colleges of further education, there has been a considerable expansion in GCE courses in college of further education, but the schools do not compete with the colleges in preparing examinees for City and Guilds of London Institute (CGLI) examinations, OND and so on. Indeed, the regulations for some 'further education' examinations preclude entries from schools.

Courses at the 'non-advanced' or below degree level provided in the various fields of vocational further education lead to a range of qualifications related to the technical sector on the one hand and the business sector on the other. The technical qualifications can be roughly graded as:

(i) higher technician level, including higher national diplomas which are normally taken at the end of a full-time course and higher national certificate which comes at the end of a part-time course;

(ii) technician level, including ordinary national diploma (full-time courses) and ordinary national certificate (part time courses) ;

(iii) technician certificates of the City and Guilds of London Institute (normally part-time courses);

(iv) craft certificates of the City and Guilds of London Institute (normally part-time courses);

(v) operatives certificates of the City and Guilds of London Institute (normally part-time courses).

Advanced level courses include:

(a) Courses leading to CNAA degrees and to external degrees of London University mostly on a full-time or sandwich basis. In addition to first degree courses there are also post graduate courses leading to Masters' degrees, and both Masters' and Doctors' degrees are offered for research work.

(b) Courses leading to degrees in Art and Design, under the auspices of the National Council for Diplomas in Art and Design.

(c) Courses leading to the examination of various professional bodies, where syllabuses, examination standards and entrance qualifications may be controlled by the bodies concerned.

4.2. Control and coordination of courses and examinations

In the further education sector there is no single controlling or coordinating influence. Arrangements for OND and ONC courses and examinations (as for HNC and HND) are currently controlled by Joint Committees of the Department of Education and Science, the appropriate professional institutions and the teachers. Examining bodies for other craft and technician courses are mentioned in paragraph 4-1 above. As a consequence of the Haslegrave Report on Technician Courses and Examinations new bodies have recently been created—the Technician Education Council (TEC) and the Business Education Council (BEC)—with the object of moving towards some rationalization and unification of courses and their administration. Both of these councils will have the function of approving proposals for new courses aimed at around technician level and awarding qualifications in a large number of disciplines. These are paralleled in Scotland by the Scottish Technical Education Council (SCOTEC) and the Scottish Business Education Council (SCOTBEC).

At the technician level SCOTEC intends in time to replace qualifications at paragraph 4-1, I, II, and III, above with its own awards which will be a higher diploma, higher certificate, diploma and certificate. There will be no prescribed pattern of course structure but a diploma course will normally be broader and in greater depth in subject than the corresponding certificate course. SCOTEC operate through six sector committees dealing with engineering, construction, science, life science, agriculture and food science and general.

The business qualifications in Scotland are mainly awarded by SCOTBEC in the areas of business studies, accounting, management studies, office studies, secretarial studies, computer studies, administrative studies and distribution studies. Qualifications range from junior secretarial certificates for which no academic entrance qualifications are required through Scottish National Certificate, Scottish National Diploma, Scottish Higher Certificate to Scottish Higher National Diploma for entrants normally required to have the equivalent of three Scottish Certificate of Education Higher grade passes and two ordinary grade passes.

The development of curricula in further education has no central focus corresponding to the Schools Council for Curriculum and Examinations. The content of FE courses is largely determined by FE examining bodies such as CGLI, Regional Examining Bodies and the Royal Society of Arts (RSA), the newly established TEC, BEC, SCOTEC and SCOTBEC, and by the staff of individual colleges in respect of courses not leading to national or regional qualifications. For those vocational and pre-vocational courses not leading to recognized qualifications, determination of need and content falls largely to the initiative and capacities of individual colleges.

5. *Training of trainers and teachers*

5.1. **Teachers in further education**

Full-time teachers in maintained establishments of further education are employed in the service of the local authority concerned. They are drawn from a variety of backgrounds—academic, industrial, commercial and professional. There is a wide diversity in the levels and subjects taught and some teachers may teach a number of related subjects in their own fields. Part-time teachers are a very significant element in the total teaching force. Statistics about them are not collected regularly, but a sample survey in 1965 suggested that there were then about 65 000 in further education colleges in England and Wales, excluding evening institutes. The corresponding number of full-time staff was then about 35 000. Part-time staff provide expertise in fields where it is not desirable or practical for a college to carry a full-time member of staff; their employment also enables colleges to meet fluctuating demand for courses falling outside normal staffing resources.

Most FE teachers have some experience in industry or commerce before entering teaching. It is not obligatory for teachers in FE to undergo a period of professional teacher training. Those 16-19 year olds who are in school are taught by teachers with a specialist teaching qualification because all teachers in maintained schools are required to be so qualified. In FE there is no such requirement, although about one third of full-time FE staff are, in fact, trained teachers.

Four Colleges of Education (technical) exist to provide the teacher training for further education and between them offer three types of initial training course:

(a) 1 year pre-service courses,

(b) 4 term in service sandwich courses,

(c) part-time extra mural courses.

In 1972 34% of teachers in FE had received professional teacher training and of these 46% had been trained in colleges of education (technical). With the addition of untrained graduates, it is likely that more than half of the full-time FE teachers possess qualifications which, in a school context, would make them eligible for recognition as qualified teachers.

Shorter forms of training not leading to addition to salary or to eligibility for the status of qualified teacher in schools, are available through courses of the City and Guilds of London Institute, offered in FE colleges. In the field of in-service training the Department of Education and Science's programme of short courses includes a substantial number of courses for teachers in FE. Short induction and refresher courses are provided by local education authorities (LEAs) and others

Local education authorities have general powers to provide support for the teachers they employ when attending courses of training, and in certain circumstances, tuition costs, necessary travelling expenses and 75% of the teachers' salary may be shared between all the local education authorities involved.

A Further Education Staff College was established in 1962, with the aid of funds contributed by industry, and subsequently financed from Local Education Authority (LEA) sources and annual grants from the Department of Education and Science. Its purpose is to provide study conferences at which staff from establishments in FE can exchange information, ideas and experiences and meet people from universities, industry and commerce and central and local government.

5.2. **Training of trainers**

It is part of the strategy of the TSA to develop a long term plan for strengthening the competence of training staff. The increased awareness of the value of a systematic approach to training has led to examination of the knowledge, skill and attitudes required by training staff at all levels, and to the career pattern within the training function.

A committee to advise the TSA on the training of training staff is being set up. It is anticipated that one of the major tasks with which it will first be involved will be the basic courses for Training Officers, the content of which needs up-dating in the light of changes which have taken place, both in training technology and in the role of the training specialist in the human resource management team.

An inter-board committee working under TSA chairmanship, has produced a detailed job specification for Group Training Officers, as this was felt to be an urgent need in the light of the development of group training schemes throughout the country.

There are no accurate statistics available on the number of people employed in the training function in industry and commerce in the United Kingdom. It is estimated that there are currently some 13 000 training officers in employment. At the present time it is not even possible to produce an estimate of the number of instructors employed. One of the difficulties of providing statistics in the area of training is that many Managers and Supervisors have a part-time role as trainers, indeed training of subordinates may well be written into their job description. Additionally a number of training officers have a training responsibility only as part of their role.

As has been noted above, the TSA is paying attention to the career pattern within the training function. In the past, people have taken posts within the training function from a variety of backgrounds. Whilst a small percentage of these have been drawn from the educational sector, the greatest proportion have come from within industry, and have either come from the craftsman/technician level or from the management level, where the post in the training function is seen as part of career development. Another major source of recruitment to the training function has been ex-serving members of Her Majesty's Forces, who, during their serving career, have had a major training role. Very few graduate trainees move directly into the training function, as in general terms, experience is seen as being one of the criteria for a post in training.

The diverse entry methods by which people join the training function means that they come to it with a wide variety of educational backgrounds. These will range from the ex-craftsman/technician whose educational background has been mainly within his trade area, to the graduate entrant who has a qualification in something such as the behavioural sciences or business studies. In addition to either trade or educational qualifications, those people employed in the training function in organizations which are in scope to ITB's will normally be expected to have attended a formal course or to have training experience which will qualify them to work within the training function. In the case of the Instructor grades, this will be either an ITB approved Instructor training course, or a Training Within Industry (TWI) course run by the TSA. In the case of the Training Officer ITB's normally require that the person employed attends an approved introductory course for training officers. These courses are run either in polytechnics or other higher educational centres within the orbit of the educational system, or by ITBs or other non-educational bodies.

6. *Adult education including permanent education and paid leave*

6.1. **Adult education**

In many countries the ground covered by 'adult education' includes vocational and non-vocational education for adults as well as training. In England and Wales the term is customarily applied to education of a predominantly non-vocational character, opportunities for vocational education being classed under Further and Higher education. In 1972 1.6 million adults were on non-vocational courses provided by local education authorities in evening institutes and a further 271 100 were enrolled on courses provided by the adult education responsible bodies, such as the districts of the Worker's Educational Association and the extra-mural departments of universities. Many of the 767 000 'evening only' students at major further education establishments were also on non-vocational courses. Opportunities for adult education are additionally provided residentially in six long-term residential colleges and over thirty short-term residential colleges, and by various national associations.

The distinction has, however, a certain artificiality and often breaks down in practice. The same course may be described as vocational or recreational depending on the motives or circumstances of the student. Much of the adult education is not without vocational significance in a wider sense. The most obvious example is the large area of domestic crafts. Other examples include child psychology for young parents and courses for playgroup leaders and helpers. Many students on GCE courses may be seeking qualifications for a better job. Many other courses particularly those of the kind provided by 'responsible bodies' may be undertaken by students with the object of improving their performance in, or understanding of, their job. These include courses in economics, politics and industrial relations designed primarily for trade union members or officers.

6.2. **Paid educational leave**

Although there are no coherent arrangements in the United Kingdom for paid educational leave as a legal right there is *ad hoc* provision which sometimes approaches best continental practice; for example, paid leave is frequently granted by employers to permit employees to take part in trade union education. The Employment Protection Act includes provision designed to oblige employers to give reasonable paid time-off to trade union officials to take part in industrial relations studies relevant to their duties at their place of work.

Limited though the provision is, and closely linked with the working situation, it may be regarded as a contribution to paid educational leave so far as it applies to trade union education. In September 1975, the government published a White Paper (Cmnd 6136) signifying their intention to ratify the Convention and accept the Recommendation on paid educational leave adopted by the 59th Session of the International Labour Conference.

6.3. Adult and continuing education in Northern Ireland

In Northern Ireland a Council for Continuing Education was established in October 1974. The Councils terms of reference are: 'to advise the Department of Education generally on matters relating to continuing education and particularly on development and coordination of continuing education in Northern Ireland'.

The Council has received reports from Working Parties set up to consider the Educational Guidance Service for Adults, Adult Literacy and the Continuing Education needs of Released Prisoners and Detainees.

7. *Training for certain categories of persons*

Special attention has been paid to the training needs of various special groups. A project group was set up by the TSA towards the end of 1974 to study the training needs of women and to report on them to the MSC. This report has been considered and was published in December 1975. Women have also benefited considerably from the expansion of training under TOPS representing 42% of the trainees in the first half of 1975 compared with 37% for the same period in 1974. The bulk of their training, by their own choice, has been in office skills but small numbers have come forward for training in such areas as heavy goods vehicle driving and motor vehicle repair. In April of 1975 the rates of allowances payable to women were increased to bring them into line with those payable to men.

Special efforts continue to be made for immigrants. TOPS training is open to them on the same terms as it to those people born in the United Kingdom. Applications for financial support from local self-help groups for immigrants are considered on their merits and preparatory courses are available for those whose level of literacy and/or numeracy is a bar to their obtaining employment or undertaking training. Work in this area has been undertaken by the National Centre for Industrial Language Training (NCILT) at the Pathway Industrial Units, Pathway Centre in Middlesex. The NCILT is financed by the TSA and administered through the London Borough of Ealing as part of the further education service. The Centre aims to assist nationally with the development of English language training courses in the workplace, courses which are most often needed by workers from overseas who have settled in Great Britain.

A working group reported in January 1975 on existing facilities and future plans for the training of disabled people at residential training colleges and made recommendations some of which will soon be implemented including the introduction primarily for disabled school leavers, of vocational courses of one or two years duration in business studies and engineering draughtsmanship. Further courses are under consideration and the working group is remaining in being as an advisory committee on the training of disabled people.

8. *Training programmes for new jobs*

In its first five-year plan the Training Services Agency included a sub programme designed to meet important national training needs that might not be met by the sum of actions within individual industries. One of the areas identified under this heading was offshore oil development, and in this area the agency has made a major contribution to the analysis of training needs. It has reported on needs for offshore development generally, deep diving, and oil platform construction. The Agency has gone some way towards meeting these identified needs, with other interested bodies it has prepared and published a training standard for basic air diving and underwater work, and secured the setting up of a Centre for Drilling Technology and an Underwater Training Centre.

The TSA is also introducing a national system for trainee divers based on national standards of training which are drawn up in consultation with the industry and interested organizations. The certification system will be based on the training standard for basic air diving and underwater working and will also encompass a training standard for mixed gas diving which will be published shortly. Under this scheme the TSA will approve and monitor courses run by diving schools and training centres that undertake to provide training to the appropriate national standard. The TSA will countersign certificates to be issued to trainees who satisfactorily complete such a course.

Stirling University has been commissioned to carry out a research project to help improve the non-medical criteria used in the initial selection of trainee divers.

Other developing areas that have received attention include data processing. The training needs of systems analysts, computer operators and computer programmers have been studied by expert committees drawn from ITBs and training recommendations have been published.

9. *Finance*

9.1. Further education finance

Over 99% of all public expenditure on FE is met through local education authorities (education and library boards in Northern Ireland), whose income is derived from rates (locally raised taxes) and from rate support grant from central government. In addition, there is an arrangement under which local education authorities pool the expenditure incurred on advanced further education. This is because polytechnics and other colleges of further education providing advanced courses are maintained only by a limited number of local education authorities but are intended to serve national rather than purely local needs.

The aggregate amounts of Exchequer grant in 1973-74 and 1974-75 were intended to represent 60% and 60.5% respectively of all local authority expenditure (as forecast for the purpose of the Rate Support Grand Order 1974). Of this expenditure, education as a whole accounts for approximately 50%. Direct expenditure from the vote is less than 1% of total public expenditure on FE and consists of grants to national colleges, to adult education bodies and to certain independent colleges. Local education authorities (education and library boards in Northern Ireland) current expenditure on FE in 1972-73 was over £400 million exclusive of loan charges and capital expenditure.

The forecast of recurrent expenditure by local education authorities (except for awards) is related directly, for the purposes of both Public Expenditure Surveys (PESC) and Rate Support Grant, to the Department of Education and Science's forecasts of the number of students. Students are supported by mandatory and discretionary awards. As from 1 April 1974 mandatory awards attracted 90% specific grant leaving the balance of 10% to be borne from the rates. Discretionary awards are financed entirely from rate-borne expenditure.

The Department of Education and Science administers a 5 year rolling building programme and local education authorities are invited periodically to submit details of projects they wish to be included. The need for a project is based on the expected future enrolment figures, and the majority of proposals submitted are for extensions and adaptations to existing buildings. Each proposal is considered by the Department in terms of regional and national priorities and in relation to the total capital resources available. In 1973 LEAs in England and Wales alone, were maintaining or grant aiding 596 major establishments; 6 812 evening institutes, and 33 residential colleges and centres for adult education.

9.2. **Costs and financing of vocational training**

As already described the greater part of vocational training in the United Kingdom is undertaken by employers for their own workers. Such training is almost entirely funded by employers and estimates of the costs are not available.

The TSA and the 23 Industrial Training Boards are the principal organizations concerned in the financing by public funds of vocational training is Great Britain. The TSA obtains its funds through the Grant in Aid to the Manpower Services Commission which is approved by Parliament.

The ITBs are partially funded by the TSA: the TSA pays ITB operating costs and makes grants for certain approved training activities which the TSA regard as priority areas. ITBs also derive income from a levy on employers in the industry but this is not a part of public funds since its source is the private sector. Most of this income is redistributed within the industry by means of grants to assist improvements in the quality and effectiveness of training. The levy income of ITBs for the financial year 1974-75 was approximately £155 million.

The Agricultural Training Board is an exception to the general arrangements for training finance. The Board is totally financed from public funds by the Ministry of Agriculture, Fisheries and Food. Total expenditure of the Agricultural Training Board for 1974-75 was £2 293 000.

Most of the TSA's expenditure is concerned with two programmes of activity. Firstly meeting the training needs of industry, under this programme the TSA meets the operating costs of ITBs, £22 506 000 during the 1975-76 financial year, makes grants to ITBs for approved training activities, £12 022 000, and to non-ITB organizations, £1 179 000 during the same financial period.

Secondly meeting the training needs of individuals by providing direct training services through the Training Opportunities Scheme mainly through its own skillcentres or, on a fee paying basis, at colleges of further education. Trainees are paid an allowance which, to encourage recruitment is set at a level 75% above the basic rate of unemployment benefit. Total expenditure on this programme for 1975-76 is expected to be approximately £ 76.4 million.

In Northern Ireland the TSA's function is carried out by the Department of Manpower Services and the annual cost of training for which this Department is responsible is in excess of £8 million.

10. *Training technology*

A significant impact has been achieved by Programmed Instruction. For example it proved of value when the UK coinage was decimalized; training packages were devised for use in shops and offices using tight definitions of objectives and target populations. Programme instruction methods are becoming more sophisticated and this includes the development of Information Mapping in which the programme presents larger pieces of knowledge to the student, and may refer him to tasks and readings outside the text of the programme. This approach has proved effective for use with students with a wider background of academic learning and experience.

The Council for Educational Technology coordinates research and development in the UK and has sponsored a project on Computer Assisted Learning.

As a medium for providing learning stimuli and data to the trainee, the computer has the capability of responding faster and in greater depth to student responses than more conventional media. In addition it can adjust the amount of practice in skill areas depending on the precise needs for reinforcement and remedial work. It has the disadvantage of needing vast target populations for economic viability with appropriate terminal units linked to a central store and requires costly skilled manpower in preparatory work. There have been significant developments in the use of computers for process modelling in the petroleum and other industries.

The increasing availability of inexpensive video tape systems is beginning to open new areas of technology. Until recently the two common modes of video usage were as a presenting medium for pre-recorded lectures and demonstrations, or for direct replay of training sessions in inter-personal skills and role play exercises.

Broadcast Instruction has moved into new dimensions with the developments achieved by the Open University. A major change has been in achieving an active response by the student at a great distance on media previously used merely for lecture and demonstration.

However, some of the most effective aids are simple, cheap and easy to use, particularly at the place of work. Various Industry Training Boards use a range of low cost devices to train people in their industries. Using a systematic approach to Instruction the Hotel and Catering ITB, and the Food, Drink and Tobacco ITB have both produced simple cue cards to aid isolated supervisors to instruct their staffs. Similarly cards have been produced primarily for apprentices, on plumbing specifications, which are proving of value to craftsmen as the industry changes from Imperial to Metric measurements. There are many examples of simple aids to training being used throughout British Industry.

11. *Launching reforms*

The setting up of the Training Services Agency as an executive arm of the Manpower Services Commission was in itself a major reform in the training services of the United Kingdom. The Commission decided to nominate seven areas for priority attention. These were: young people, women, offshore oil, overseas trade, and safety and health at work.

The Agency has reviewed the provision of vocational preparation for young people entering work at age 16 to 18. It has published a discussion document in which proposals were put forward designed to stabilize the intake of trainees in long term transferable skills, and to provide better training opportunities for young people entering occupations below craft level.

12. *Special measures*

There is some evidence that young people are affected disproportionately in times of recession. For example in the UK in 1964 the proportion of under twenties unemployed was roughly the same as that for all the working population (1.6%) but from 1968 onwards their position grew worse until, in 1972, 7.6% of this age group was unemployed compared with a figure of 3.6% for people of all ages. More detailed work through duration analysis of the length of time the unemployed remain without work, indicated that these figures may exaggerate the deterioration of the relative position of young people. But they are nevertheless disquieting.

To meet the present situation, and because difficulty in finding work increases the danger of the development of a 'hard core' of long-term unemployed young people who will find it difficult to re-integrate themselves into working life when the economy recovers the Manpower Services Commission through the Training Services Agency has taken a number of special measures.

These include: (i) grants to Industrial Training Boards for off-the-job training for apprentices at the Boards' own training centres, in group training centres, at colleges of further education and in employers establishments; (ii) grants to individual employers for both on- and off-the-job training of young people in excess of their own requirements and (iii) support for the continued training of apprentices who have become redundant. In addition the Training Opportunities Scheme which normally caters for adults has been extended to young people under 19. There has also been a new job creation programme, the main aim for unemployed young people. The jobs involve, for example site clearance and work in nature reserves.

Sales offices

Belgique - België

Moniteur belge — Belgisch Staatsblad
Rue de Louvain 40-42
Leuvenseweg 40-42
1000 Bruxelles — 1000 Brussel
Tél. 512 00 26
CCP 000-2005502-27
Postrekening 000-2005502-27

Sous-dépôt — Agentschap:

Librairie européenne
Europese Boekhandel
Rue de la Loi 244 — Wetstraat 244
1040 Bruxelles - 1040 Brussel

Danmark

J.H. Schultz — Boghandel

Møntergade 19
1116 København K
Tel. 14 11 95
Girokonto 1195

BR Deutschland

Verlag Bundesanzeiger

Breite Straße - Postfach 108 006 -
5000 Köln 1
Tel. (0221) 21 03 48
(Fernschreiber : Anzeiger Bonn
08 882 595)
Postscheckkonto 834 00 Köln

France

Service de vente en France des publications des Communautés européennes

Journal officiel

26, rue Desaix
75 732 Paris - Cedex 15
Tél. (1) 578 61 39 - CCP Paris 23-96

Ireland

Stationery Office
Beggar's Bush
Dublin 4
Tel. 68 84 33

Italia

Libreria dello Stato

Piazza G. Verdi 10
00198 Roma — Tel. (6) 85 08
Telex 62008
CCP 1/2640

Agenzie:

00187 Roma - Via XX Settembre
(Palazzo Ministero
del tesoro)

20121 Milano - Galleria
Vittorio Emanuele, 3
Tel. 80 64 06

Grand-Duché de Luxembourg

Office des publications officielles des Communautés européennes

5, rue du Commerce
Boîte postale 1003 — Luxembourg
Tél. 49 00 81 — CCP 191-90
Compte courant bancaire:
BIL 8-109/6003/300

Nederland

Staatsdrukkerij- en uitgeverijbedrijf

Christoffel Plantijnstraat, 's-Gravenhage
Tel. (070) 81 45 11
Postgiro 42 53 00

United Kingdom

H.M. Stationery Office

P.O. Box 569
London SE1 9NH
National Giro Account 582 1002

United States of America

European Community Information Service

2100 M Street, N.W.
Suite 707
Washington, C.D. 20 037
Tel. (202) 872 8350

Schweiz - Suisse - Svizzera

Librairie Payot

6, rue Grenus
1211 Genève
Tél. 31 89 50
CCP 12-236 Genève

Sverige

Librairie C. E. Fritze

2, Fredsgatan
Stockholm 16
Post Giro 193, Bank Giro 73/4015

España

Libreria Mundi-Prensa

Castelló 37
Madrid 1
Tel. 275 46 55

Other countries

Office for Official Publications of the European Communities

5, rue du Commerce
Boîte postale 1003 — Luxembourg
Tél. 49 00 81 — CCP 191-90
Compte courant bancaire :
BIL 8-109/6003/300

Single copy	Dkr 11 DM 4,75 £ 0.85/US $ 2 FF 8,50/FB 70 Lit 1300 Fl 4,80/FB 70	Subscription for 9 numbers	Dkr 55 DM 23,50 £ 4.25/US $ 10 FF 42/FB 350 Lit 6350 Fl 24,20/FB 350

OFFICE FOR OFFICIAL PUBLICATIONS OF THE EUROPEAN COMMUNITIES
Boîte postale 1003 — Luxembourg
7321